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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How The World Works**  **Stations: Maps, Patterns, Tally chart** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  . Collects, records and displays data on a bar graph  . Draws simple maps with references (Starting point-ending point  . Makes graphic representation of patterns both left and right with 4 objects, using at least three variables color, shape and size). | | | | | | **Skills:** | | | | | |
| **Materials:** Math book, blocks. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 20 Jan. 28 – Feb. 1** | | | | **Time: 1 block** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the group in 3. Explain briefly the three stations focusing on the independent one. Emphasize on the importance of following the stations procedure: transitions, time management, level voice, final product. | | | | | | | | | | | |
| **Main Activity:** **Station 1** **(Teacher)** **Maps**  . Practice the vocabulary learnt through a following directions game: *between, next to, behind and introduce in front of*  . Choose a specific place at school or in the section to get to, emphasizing on *the starting point and the ending point*  . Go to the place chosen mentioning the directions and references  . Include *left and right* as reference when necessary (don’t assess this)  **Station 2 (Teacher)** **Patterns**  . Display the concrete material. Then, ask children to help you classify them according to their characteristics: colour, shape, size, mentioning the word “Variable” and the corresponding vocabulary: big, medium, circle, yellow, etc.  . Ask 4 children for a specific object from there and explain that the idea is to extend that pattern both sides with their help  . Extend the pattern both sides asking all of them to participate  **Station 3 (ind.)** **Tally Chart**  . Children or teacher should draw a tally chart in the math book in order to ask people in the school community the following question: *What habitats do you know?*  . Trace the tallies and write the total to be ready for the second group of stations | | | | | | | | | | | |
| **Closing:** Ask children if they could finish the independent work, if not…ask them why, to improve the next time. | | | | | | | | | | | |